

12,2008-204

University of Alberta Library



0 1620 3502994 9

# Science 4


## Relationships



**Alberta**  
EDUCATION



Learning  
Technologies  
Branch



Digitized by the Internet Archive  
in 2017 with funding from  
University of Alberta Libraries

<https://archive.org/details/science406albe>

# Science 4

Relationships

6



## IMAGE CREDITS

All images in this courseware were created by or for Alberta Education unless noted below or in subsequent lesson Image Credits.

**Cover:** Art Parts/Ron and Joe, Inc (www.ronandjoe.com). Used by permission. **Welcome page:** *background* Art Parts/Ron and Joe, Inc (www.ronandjoe.com). Used by permission.; **Contents pages:** *background* Art Parts/Ron and Joe, Inc (www.ronandjoe.com). Used by permission.; **Pages 6 and 7:** *background* Art Parts/Ron and Joe, Inc (www.ronandjoe.com). Used by permission.; **Page 8:** "© 2006 Jupiterimages Corporation"; **Page 47:** "© 2006 Jupiterimages Corporation"; **Page 48:** Photodisc/Getty Images; **Page 49:** *both* © 2005–2006 www.clipart.com; **Page 50:** Brand X Pictures/Getty Images; **Page 95:** "© 2006 Jupiterimages Corporation"; **Page 96:** *all* © 2005–2006 www.clipart.com; **Page 97:** © 2005–2006 www.clipart.com; **Page 98:** "© 2006 Jupiterimages Corporation"; **Page 100:** *background* Art Parts/Ron and Joe, Inc (www.ronandjoe.com). Used by permission.

All other image credits in this resource constitute a continuation of this copyright page.

Science 4  
Module 6: Relationships  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2881-X

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2006, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education. This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

**THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.**

# Welcome

## to Module 6 of Science 4

1

Module 1  
Wheels, Gears,  
and Levers

There are six modules in this course. It is recommended that you work through the modules in order because the concepts and skills introduced in one module will be reinforced, extended, and applied in later modules.

2

Module 2  
Building Devices and  
Vehicles That Move

Module 1 contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1, contact your teacher to obtain this important information.

3

Module 3  
Light and Shadows

4

Module 4  
Plant Growth  
and Changes

5

Module 5  
Waste and  
Our World

6

Module 6  
Relationships

# Contents

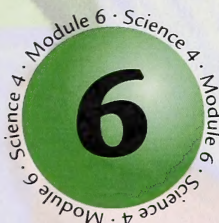
<b>Module Overview .....</b>	<b>6</b>
<b>Section 1: Feelings .....</b>	<b>8</b>
Lesson 1: Interactions .....	9
Activity 1: Word Power .....	11
Lesson 2: Respect .....	16
Activity 2: Respect or Disrespect .....	19
Lesson 3: Managing Feelings .....	22
Activity 3: Which Face Are You Wearing? .....	27
Lesson 4: Healthy Feelings .....	32
Activity 4: Stress Buster .....	35
Lesson 5: Friendship .....	40
Activity 5: Making a Friendship Book .....	43
Section 1 Conclusion .....	47
Optional Follow-up Activities .....	48

# Relationships

<b>Section 2: Being Responsible</b> .....	50
Lesson 6: Decisions, Decisions .....	51
Activity 6: Working Through the Steps .....	59
Lesson 7: Learning from Life .....	65
Activity 7: Lifetime Learning .....	69
Lesson 8: Goal Setting .....	72
Activity 8: Climbing the Steps .....	75
Lesson 9: Volunteering .....	80
Activity 9: Helping Out .....	83
Lesson 10: Helping Hands .....	87
Activity 10: Volunteer Check-up .....	89
Section 2 Conclusion .....	95
Optional Follow-up Activities .....	96
<b>Module Summary</b> .....	98
<b>Glossary</b> .....	99
<b>Congratulations</b> .....	100

# Module Overview

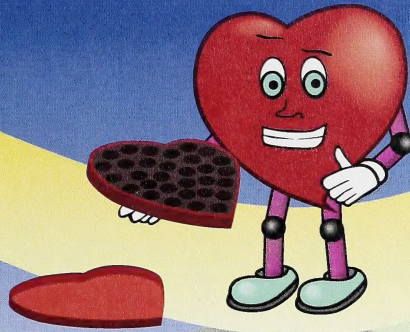
Everyone has good days and bad days. Some days your feelings may make you uneasy. Perhaps, you feel jealous because your sister got a better report card than you. You know you shouldn't feel jealous, but you do. There seems to be nothing you can do about it. It is important for you to learn to deal with all of your feelings. Talking with friends and family can help you enjoy good feelings and manage bad ones. In this module, you will find out about relationships with other people. You will see how to treat people respectfully. You will also look at setting and reaching your goals. Finally, you will explore how volunteering helps you and others.



## Module 6 Relationships

### Section 1 Feelings

### Section 2 Being Responsible



## How Will You Be Marked?

Your mark on this module will depend on how well you complete the two Assignment Booklets.

This is how the marks are distributed:

### Assignment Booklet 6A

Section 1 Assignment	<u>58 marks</u>
Total	58 marks

### Assignment Booklet 6B

Section 2 Assignment	<u>60 marks</u>
Total	60 marks

Be sure to check with your teacher to see if this mark distribution is appropriate for you. Some teachers like to include other reviews and assignments. When you get the assignments back from your teacher, be sure to read the comments and talk about them with your home instructor.

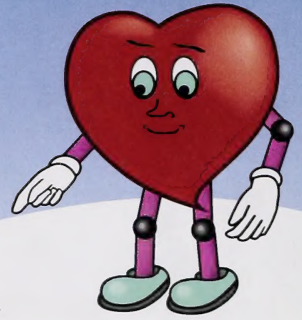
When you do the assignments, work slowly and carefully under the instruction of your home instructor or teacher. You may use your course materials to help you, but you must do the assignments by yourself.

# Section 1

## Feelings

### Introduction

What would life be like if you were the only person on the planet? You would likely be lonely. Most people like company. They enjoy being with others and talking and sharing ideas. In this section, you will look at how people communicate.



You will explore different emotions and feelings and how to cope with them. You will look at how what you say and do affects yourself and others. You will see how you can improve the relationships you have with your friends and family.

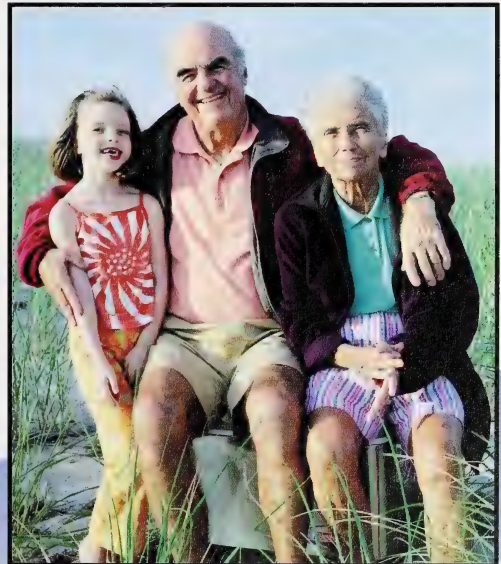
# Lesson 1: Interactions

Animals often form groups, such as a pack of wolves or a pod of whales. These groups are often family groups. Animals come together to help each other. It is easier for them to live in a group than to live alone. There are more chances to find food. A group protects its members from danger. Groups eat together, sleep together, and play together.



**communicate:** to give information or news by talking or writing

People form similar groups. They enjoy each other's company. They **communicate**. They like to be together. Most people live in family groups. A family can be as simple as two people living together. It can also be a large group of relatives. Families are not just about people living together. They are about people loving and caring for each other.



**interact:**

communicate  
and act with one  
another

Animals teach their young how to behave. A dog growls at her pups if they do not behave well. In this way, the pups learn how to **interact**.

It is the same with families. As you grow, your family teaches you how to behave. You learn that it is important to be polite to others. You learn how to be part of a group.



Families often form friendships with the people who live near them. Good friends help you enjoy life more. Friends have fun together, and they help each other. Friendship only works if people treat each other well.

Learning to get along with others is an important skill. Your actions affect other people. Your actions can leave others feeling happy, sad, or mad. You need to be aware of the effect you have on others.

Sometimes your emotions affect your actions. If you feel angry, you may want to yell or stomp your feet. If you behave like this, people may not want to be near you. It is hard to be around angry people. However, if you are happy and **positive**, people will enjoy spending time with you.

**positive:** having  
a good, friendly,  
helpful attitude



**attitude:** way of thinking, behaving, feeling

There are many ways to relate to other people. Having a good **attitude** is a start. As you grow up, you will continue to learn more and better ways to get along with others. It is an example of lifelong learning.



## Activity 1: Word Power

Your actions can affect how others feel. Can your words affect the feelings of others? Try this activity to find out!

### What you need



- a piece of paper
- a pen or pencil
- a ruler
- a partner (a friend, family member, or your home instructor)

## What to do

1. On separate piece of paper, make a chart like the following.  
Make it large enough to fill the whole page.

1	2
3	4
5	6
7	8

2. Sit down so you are facing your partner. Begin by saying something nice to your partner. For example, "It's fun to be with you!" Write this statement in Box 1 of the chart.
3. What does your partner say back? Record this in Box 2. Ask your partner how it feels to have someone say something nice. Record his or her feelings in Box 2, too.
4. Switch roles. Have your partner say something nice to you. Record what you heard in Box 3. Write your response and how you felt about the nice comment in Box 4.
5. Now, say something that is **negative**, or unkind, to your partner. For example, "Don't look in a mirror. You'll crack it." Record what you said in Box 5.

**negative:** not positive; unkind

6. What does your partner say? Write your partner's response in Box 6. Ask your partner how it feels to have someone say something unkind. Record his or her feelings in Box 6, too.
7. Switch roles. It is your partner's turn to say something negative or unkind to you. Record what he or she says in Box 7.
8. Record your response and how you feel in Box 8.
9. Thank your partner for helping you with this activity. You can finish questions 10 and 11 on your own.
10. Can interactions and chats with people affect how you feel? Explain your answer.



---

---

---

11. Think about how you acted when you said something negative or unkind.

a. Did the tone of your voice change?

---

---

b. Did the way you moved your head or body change?

---

---



Check your answers for this activity in the Suggested Answers at the end of this lesson.

Your words and actions affect the feelings of others. As you interact with friends and family, remember to think about what you say and do.



Turn to Assignment Booklet 6A and complete question 1 of the Section 1 Assignment.

## Suggested Answers

### Activity 1: Word Power

2.–8. This chart shows sample responses for questions 2–8. Your chart will likely vary.

Comments	Responses and Feelings
1. "It's fun to be with you."	2. "I like to be with you, too." My partner felt happy.
3. "You know a lot about animals!"	4. "I like to learn about animals." I feel good inside.
5. "Don't look in the mirror. You'll crack it."	6. My partner didn't say anything. She looked down. She felt hurt.
7. "Quit bugging me! Leave me alone!"	8. "I didn't know I was bothering you." I felt sad and a little angry.

10. Can interactions and chats with people affect how you feel? Explain your answer.

Yes, positive comments make you feel good. Negative comments can make you feel sad or angry.

11. Think about how you acted when you said something negative or unkind.

a. Did the tone of your voice change?

Sometimes your voice changes when you say mean or angry things.  
Sometimes you yell when you say unkind things.

b. Did the way you moved your head or body change?

You may hold your body tightly or twist your face.

## Key Words

**attitude:** way of thinking, behaving, feeling

**communicate:** to give information or news by talking or writing

**interact:** communicate and act with one another

**negative:** not positive; unkind

**positive:** having a good, friendly, helpful attitude

## Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

### Page

9 **both:** “© 2006 Jupiterimages Corporation”  
10 **top:** “© 2006 Jupiterimages Corporation”  
**middle, bottom:** © 2005–2006 www.clipart.com

11 “© 2006 Jupiterimages Corporation”  
13 © 2005–2006 www.clipart.com  
14 © 2005–2006 www.clipart.com

# Lesson 2: Respect



Respect is an important part of communicating with others. Respect helps build friendships. It is important to respect your friends and others. It is also important to respect yourself. Today, you will discover why respect is so important.

What is **respect**? When you respect someone, you behave thoughtfully. You treat them politely and honestly. You listen to what they say. When you show respect, people know you are interested in what they are saying. In return, they are more likely to listen carefully to you and treat you with respect.

**respect:** an attitude that shows that you value a person or thing

**culture:** the way of life of a group of people

**disrespectful:** not having respect or value for someone

Different **cultures** may have different ways of showing respect. In some cultures, looking at a person when they talk is a sign of respect. In others, it is rude and **disrespectful**.



In Japanese culture, bowing to each other is a sign of respect.



Respect can be as simple as remembering to say, “Please,” “Excuse me,” and “Thank you.” Respect can mean waiting your turn to speak and not butting in on others. When you interrupt someone, you send him or her a message. Your message says that his or her words are not important. That message can be hurtful. Perhaps you don’t mean to be disrespectful. You may just be excited to tell your story. Waiting your turn is part of being respectful. You need to learn to be patient.

It is also disrespectful when you ignore someone. You send a negative message to that person. The message may be hurtful to that person. Remember to not ignore your friends. *Hello* is a small word that can make a big difference.



Teasing can be gentle and fun, but sometimes it’s cruel and hurtful. People can be easily hurt by comments about how they look. Have you ever been hurt by someone teasing you? Was it about how you looked or something you don’t do well? Some words or names can be hurtful and are hard to forget.

If you lie or cheat, you are being disrespectful to yourself and others. People may stop trusting you. Honesty can be hard sometimes. You may not want to tell the truth. You may fear what will happen. This is a good time to be brave and take a deep breath. It is important to be honest, even when it is difficult.



## Imagine

*Respect* is an important word to Native people. Native people believe you should always respect your elders, the environment, and yourself. Native children learn this from a young age.



Some people never learn respect. For them, communication is always a battle. They don't understand others, often because they do not listen to them. In turn, others may not listen to them.



What happens when nobody understands you? It makes you feel hurt and angry. What happens when you are angry and you behave badly? People probably stay away from you. Angry people can be very hard to be around. It is a sad cycle. People feel angry because they cannot communicate. Others find it hard to communicate with angry people, because they are so negative. Sometimes angry people become bullies.



## Activity 2: *Respect or Disrespect*

How do you know people are respectful when they communicate with someone else? Do you think you can tell by the words that are used? Can you tell by the response of the other person? Try this activity to find out.

### What to do

Over a period of a few hours, observe people in your family or community and how they talk to one another.

1. Write about a situation when positive, respectful communication happened between two people.

---

---

---

---

2. Write about a situation when negative, disrespectful communication happened between two people.

---

---

---

---



Check your answers for this activity in the Suggested Answers at the end of this lesson.

Respect yourself and show that you value the person you are. Respect others and show that you value them. Respect is one of the most important parts of communicating with others.



Turn to Assignment Booklet 6A and complete question 2 of the Section 1 Assignment.

### Activity 2: Respect or Disrespect

1. Write about a situation when positive, respectful communication happened between two people.

Your answer will vary depending on the situation. People will usually speak calmly and politely and will smile at one another. They will often look one another in the eye and may touch each other on the arm or hand. In respectful communication, people use expressions such as *please*, *thank you*, *may I help*, and *excuse me*.



2. Write about a situation when negative, disrespectful communication happened between two people.



Your answer will vary depending on the situation. Disrespectful communication could include rudeness, interrupting, ignoring, or yelling. Often if someone is yelled at, he or she will yell back or clench his or her teeth and fists. If something very mean is said, a person may cry, look very sad, or he or she may walk away. If a person is ignored or interrupted, he or she may become frustrated. In turn, he or she could respond by raising his or her voice.

### Key Words

**culture:** the way of life of a group of people

**respect:** an attitude that shows that you value a person or thing

**disrespectful:** not having respect or value for someone

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

**Page**

16 **both:** "© 2006 Jupiterimages Corporation"

17 **all:** © 2005–2006 www.clipart.com

18 **bottom:** "© 2006 Jupiterimages Corporation"

19 © 2005–2006 www.clipart.com

20 Brand X Pictures/Getty Images

21 **both:** © 2005–2006 www.clipart.com

# Lesson 3: Managing Feelings

Songs often tell about feelings. They may be happy or sad. The words tell the story behind the feelings. Sometimes it is hard to put words to the way you feel. One day, for no real reason, you feel down. You know you feel sad, but you do not know why. It is like knowing the song, but not the words. Today, you will explore feelings or emotions.



**emotions:** feelings

As a human, you feel and show many different **emotions**. You show your emotions in many different ways. The most common way you show your feelings is with your face. Your face expresses your feelings.

Your body also shows your feelings. When you are tired or sad or not feeling well, your head may hang down. Your shoulders might hunch over, and your feet might drag. When you are happy or excited, you might want to run, jump, and whoop for joy. There is a bounce in your step. You hold your head high, and you smile a lot.



There are other ways that your emotions show. Some emotions are difficult to handle. When you are mad, sad, or tired, you might cry. Crying is not much fun, but it is healthy and normal. It is a good way to express difficult emotions.

**overcome:**  
overwhelmed;  
overpowered by  
too much

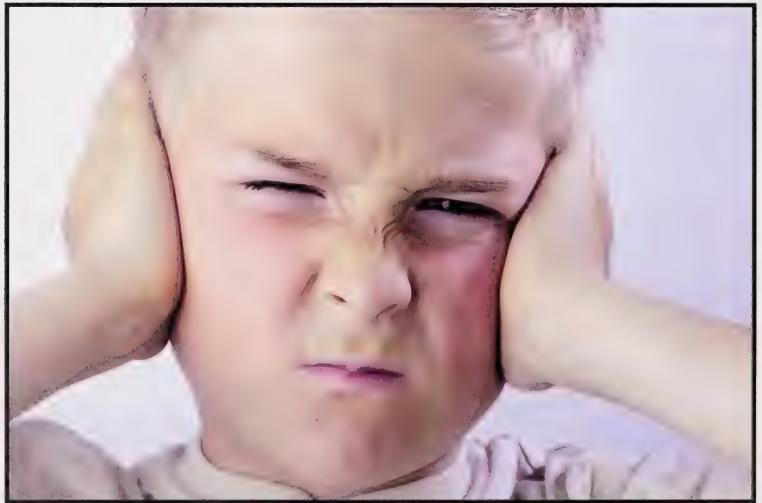
It is also possible to cry tears of happiness. People often cry when they laugh hard. Sometimes people cry because they are **overcome** with joy or excitement or other strong feelings.



Angry people often want to lash out. They want to hit or punch. Their emotions make them tense. They want to strike out to release this tension. A better way to get rid of angry emotions is to exercise. Go for a bike ride or a walk. Kick a soccer ball or hit a tennis ball. These are healthy ways to help you deal with anger.



It can be hard to deal with emotions. They are confusing. Sometimes you may not understand your feelings. You may find it hard to talk to another person about them. Sometimes you just don't want to talk at all. It is important to learn how to recognize different feelings. Then, you can learn how to deal with them.



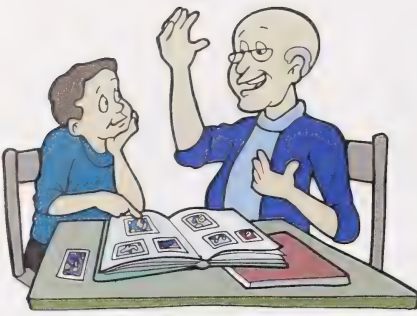
Here are some ideas:

- First, decide how you are feeling.  
Can you put a name to how you feel?  
Are you feeling sad, confused, angry,  
lonely, or rejected?

When you name how you are feeling,  
you can understand more.

- What made you feel this way? Can  
you find a reason for your emotion?  
For instance, you may be lonely  
because your sister is away and your  
friends are busy.
- Decide how you can make yourself feel better. One of the  
best ways is to communicate. Talk to someone close to you,  
such as a parent or a friend. Talking cannot always change  
things, but it might help you feel better. It can help just  
knowing that someone else knows how you feel.





Sometimes talking can change things. The person you talked to now understands you better. Often they've felt that way too. They may tell you what they did to feel better. Maybe you can use the same or similar ideas.

You can also help yourself. Look at the choices you have. If you are lonely, one choice could be to go in your room and feel sorry for yourself. Or, you could find an activity that you can do by yourself such as reading a book, starting an art project, hitting a tennis ball against the wall, or playing a card game for one. Another choice would be to suggest an activity with a parent or family member or to call a friend you don't see often. You have more choices than simply feeling sad and lonely. Your friends are still your friends; they just aren't with you at that moment.



The way you handle your emotions affects other people. If you feel angry, you may want to shout and stamp your feet. Then people around you will feel uncomfortable. If you run around the yard or the park five times, you might just feel better without affecting other people. It is important to think about the effect you have on others. Choosing positive solutions will make you and others feel better.

# Activity 3: *Which Face Are You Wearing?*



Sometimes, just thinking about the different feelings or emotions you have can make you feel better. Thinking about how your actions affect the people around you is also important. In this activity, you will take a closer look at different emotions and how you might deal with them.

## What to do

1. Look at the chart on the following page. The first column lists six different emotions. Use point form (not complete sentences) to fill in the chart.
2. In the second column, write one reason why you might feel each emotion.
3. In the third column, write something you could do to make yourself feel better.
4. Think about how your action might affect the people around you. Write your ideas in the last column.

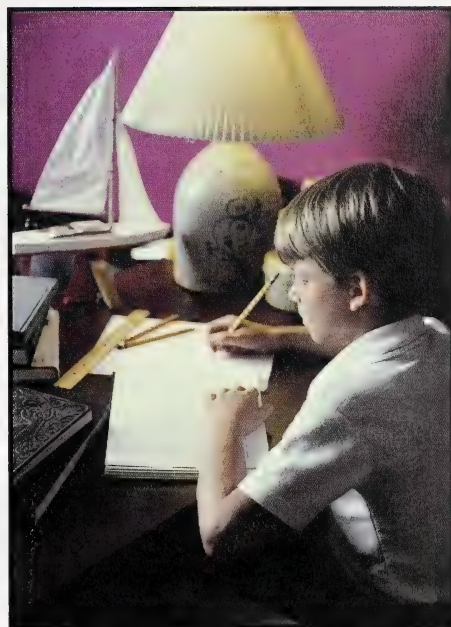


Emotion	Why I Might Feel This Way	Ways to Feel Better	How This Might Affect Others
Jealous			
Angry			
Shy			
Tired			
Lonely			
Nervous			



Compare your chart for this activity with the sample chart in the Suggested Answers at the end of this lesson.

Understanding your feelings and emotions will help you all your life. When you understand your emotions, you can act on them in a more positive way. You can help yourself feel better without making others feel bad.




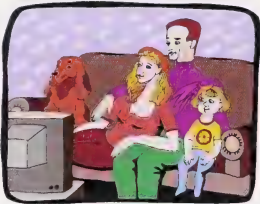


Turn to Assignment Booklet 6A and complete question 3 of the Section 1 Assignment.


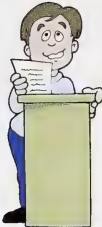
## Suggested Answers

### Activity 3: Which Face Are You Wearing?

2. In the second column, write one reason why you might feel each emotion.
3. In the third column, write something you could do to make yourself feel better.
4. Think about how your action might affect the people around you. Write your ideas in the last column.

Answers will vary. You may have different reasons for feeling the emotion. You may have other ways to feel better. You may also have different ideas about how your actions might affect the people around you. Do any of the suggested answers give you an idea of how you can help yourself feel better without making others feel bad?

Emotion	Why I Might Feel This Way	Ways to Feel Better	How This Might Affect Others
Jealous	<p>My sister got a new bike—just like the one I wanted.</p> 	<p>Ask to ride the bike just once.</p>	<p>My sister may not like this, but it will make me happy to ride it once.</p>
Angry	<p>My parents won't let me watch a TV show other kids can watch.</p> 	<p>Choose another show.</p>	<p>My parents will be proud of me for not staying grumpy.</p>
Shy	<p>I don't know anybody in my dance class.</p> 	<p>Smile at one person who also doesn't know anyone.</p>	<p>Maybe we will become friends at dance class, and it will be easier to go to class next time.</p>
Tired	<p>I stayed up too late last night.</p> 	<p>Take a nap.</p>	<p>My mom might be angry if I miss doing my chores, but she will be happy that I'm less grumpy and not tired.</p>

Lonely	<p>All of my friends are away on holidays.</p> 	Start a project I can work on alone.	I probably won't bother anyone. I can do this myself.
Nervous	<p>I have to speak in front of my class today.</p> 	Practise in front of my parents.	My parents can help me by listening and suggesting ways to calm down.

## Key Words

**emotions:** feelings (such as jealousy, happiness, and anger)

**overcome:** overwhelmed; overpowered by too much

## Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

### Page

22 **middle:** © 2005–2006 www.clipart.com  
**bottom:** “© 2006 Jupiterimages Corporation”  
23 **top:** “© 2006 Jupiterimages Corporation”  
**both bottom:** Brand X Pictures/Getty Images  
24 **top, middle:** © 2005–2006 www.clipart.com  
**bottom:** “© 2006 Jupiterimages Corporation”  
25 **top:** © 2005–2006 www.clipart.com  
**bottom:** “© 2006 Jupiterimages Corporation”

26 **all:** © 2005–2006 www.clipart.com  
27 **top:** © 2005–2006 www.clipart.com  
**bottom:** “© 2006 Jupiterimages Corporation”  
29 “© 2006 Jupiterimages Corporation”  
30 **all:** © 2005–2006 www.clipart.com  
31 **both:** © 2005–2006 www.clipart.com

# Lesson 4: Healthy Feelings



Have you ever heard anyone say, “Laughter is the best medicine”? Laughter can be good for your health. Emotions affect your body, as well as your mind. Today, you will discover how your feelings affect your health.

Did you know that it takes 34 muscles to frown? It takes only 13 muscles to smile! Your body uses a lot of energy when you are angry and unhappy.



When you are not happy, you tense up. Your muscles are pulled tight. Your face and shoulders tighten up, and you may even feel like you are tight inside. Some people get stomach aches or headaches when they are unhappy. All of this is called **stress**.

**stress:** emotional or physical strain

Stress produces a chemical in your body. The chemical serves a useful purpose. It prepares you to respond to harmful situations. Too much of this chemical can make you sick.

There are ways to get rid of stress. Exercise is one way to release stress. Crying is another way. It is important to eat well, exercise, and get enough sleep. These will also help you deal with stressful or unhappy feelings.



**Eat Well**



**Exercise**



**Get Enough Sleep**

**reflex:** a body's automatic reaction to something

**Imagine**

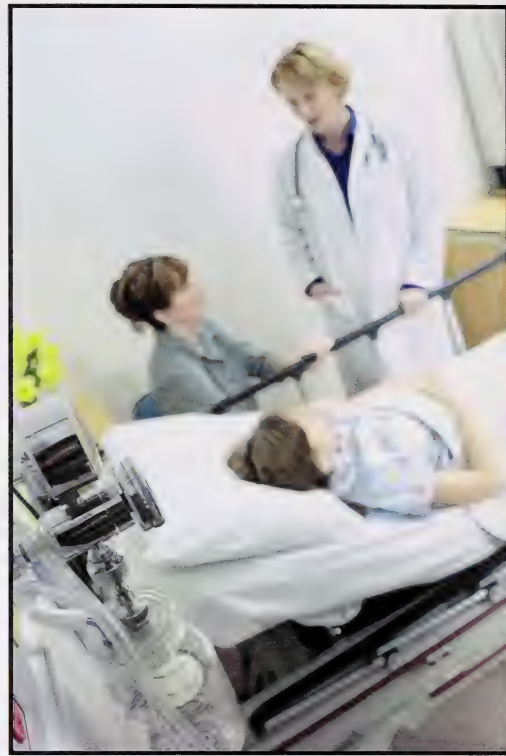
Your body is designed with a **reflex** called “fight or flight.” When you are in a scary situation, you get a burst of energy. This energy helps you run away or defend yourself. In ancient times, this reflex was very important. Nowadays, you do not have to use the fight-or-flight reflex as much. You still get that burst of energy when you are scared. If you do not use that energy, your body will become very tense. You will be stressed for a long time. Exercise can help reduce stress.

**immune system:** the body system that fights disease

Busy adults are often under a lot of stress. They do not always have time to relax, exercise, eat properly, or get enough sleep. The stress builds up in their bodies. Too much stress can lead to health problems. How does this happen? Your body has a way to keep you healthy. It is called your **immune system**. A healthy body can fight illness. Stress changes that.

When you are overtired or unhealthy, your immune system does not work as well. You are more likely to get sick. Have you ever noticed how tired you are after you have been crying? Strong emotions tire your body.

How do you feel when you are angry? Does your heart seem to race? Does the blood rush to your head? When you are angry, your heart beats faster. Anger can raise your **blood pressure**. High blood pressure is not good for your health.



**blood pressure:** the force of blood flow in the blood vessels

**endorphins:** “feel-good” chemicals released by the body

Happy, positive feelings can keep you healthy. Happy feelings produce good chemicals in your body. These chemicals are called **endorphins**. When you laugh, your body produces endorphins. Happiness reduces stress. Happy people are more likely to sleep well. They will feel rested, and their immune system will be strong. Is it possible that laughter is the best medicine?





Laughter can make you feel good. This is a proven fact. Laughter is so good for you that some doctors, nurses, and counsellors use laughter as therapy to help people feel better and heal. Part of their treatment is to make patients laugh and feel happy. Laughter tastes much better than medicine!



## Activity 4: Stress Buster

What is a stress buster? Could it be something that breaks or lessens stress? Find out in the next activity.

### What you need



- an adult helper
- a watch with a second hand
- a blanket or carpeted floor
- loose, comfortable clothing
- a light blanket or other comfortable covering (optional)



Ask your home instructor to show you how to take your pulse (heart rate).

## What to do

1. Take your pulse. Your pulse is your heart rate. Count the number of beats in 10 seconds. Multiply this number by six. This is the number of heartbeats in 1 minute.

Heartbeats in 1 minute: \_\_\_\_\_



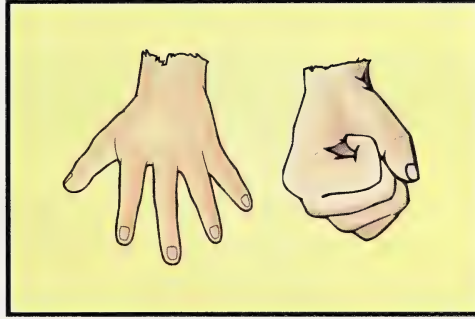
2. Dress in loose, comfortable clothing (sweats or shorts and a T-shirt are great). Leave your feet bare or wear socks (no shoes). Lay down on the blanket or carpeted floor. If you are in a cool spot, put a light blanket over yourself.



You will be asked to tighten your muscles. Don't tighten them too much. Work gently.

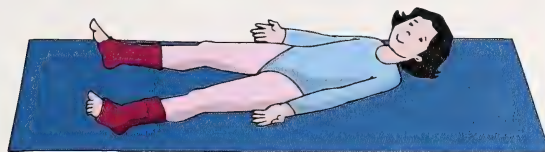
3. Ask your adult helper to read the following directions slowly. Do what each direction tells you to do.
  - Tighten the muscles of your right foot. Curl your toes, too. When you feel that all of the muscles are tight, relax. Let your foot go limp.
  - Repeat this with your left foot. Tighten, curl, tighten, relax.
  - Now tighten the muscles in your right leg. Start with your calf muscles. Then tighten your thigh muscles. Bend your knee and bring it to your chest. When you have tightened all of the muscles, let your leg go limp. Drop it back to the ground and relax.

- Repeat this with your left leg. Tighten, tighten, bend, tighten, relax.
- Now tighten your bottom. Relax. Suck in your tummy as far as it can go, and then relax. Push out your chest and arch your back; now let go. Shrug your shoulders; and relax. Let your trunk go limp.
- Now tighten the muscles of your right arm. Stretch out your fingers. Now curl them into a tight fist.



Tense your forearm; now, your upper arm. Bend your arm at the elbow. Tighten all the muscles. Now, let them go limp. Let your entire arm relax.

- Repeat this with your left arm. Tighten, stretch, make a fist, tense, bend, tighten, relax.
- Now, we will move to your face. Frown. Squeeze your eyes tight shut. Clench your jaw. Open your mouth wide. Smile. Now slowly let your face relax. Let the muscles go slack. Close your eyes.
- Keep your eyes closed. Listen to your breathing. Relax. I will time you for 1 or 2 minutes. Think happy, positive thoughts.



4. Take your heart rate again. Heartbeats in 1 minute: \_\_\_\_\_
5. That is the end of your stress buster. Did the exercise make you feel more relaxed? Explain your answer.

---

---

---

**Note:** Perhaps your adult helper would like to try the stress buster. Trade places. Were the results similar?



Check your answers for this activity in the Suggested Answers at the end of this lesson.

Use the stress buster in Activity 4 when you are feeling tense or stressed. As you relax, think happy, positive thoughts. Laugh at something funny. Your body will produce endorphins, and you will begin to feel better.



Turn to Assignment Booklet 6A and complete question 4 of the Section 1 Assignment.

## Suggested Answers

### Activity 4: Stress Buster

1. and 4. Answers will vary. Your heart rate may have been reduced slightly.
5. Did the exercise make you feel more relaxed? Explain your answer.

You probably found that you felt more relaxed after this exercise. This is a good exercise to try if you feel angry, tense, or worried.

## Key Words

**blood pressure:** the force of blood flow in the blood vessels

**reflex:** a body's automatic reaction to something

**endorphins:** "feel-good" chemicals released by the body

**stress:** emotional or physical strain; for example, the stress of hunger or the stress of sadness

**immune system:** the body system that fights disease

## Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

### Page

- |    |  |    |  |
|----|--|----|--|
| 32 | <b>top:</b> © 2005–2006 www.clipart.com                | 35 | © 2005–2006 www.clipart.com              |
|    | <b>middle left:</b> "© 2006 Jupiterimages Corporation" | 36 | © 2005–2006 www.clipart.com              |
|    | <b>middle right:</b> Brand X Pictures/Getty Images     | 37 | <b>both:</b> © 2005–2006 www.clipart.com |
| 33 | <b>all:</b> © 2005–2006 www.clipart.com                | 38 | "© 2006 Jupiterimages Corporation"       |
| 34 | <b>both:</b> "© 2006 Jupiterimages Corporation"        |    |  |

# Lesson 5: Friendship

Will you spend time with a friend today? If so, what will you do together? Will you sit and talk? Will you play games together? When you are with friends, what you do is not always important. Being together is important. Friends enjoy each other's company. In this lesson, you will learn more about friendship.



What is a friend? A friend is a person you like. A friend does not have to be the same age as you. A friend can be as old as a senior citizen or as young as a toddler. Age does not change the feeling you get when you like someone. Age changes what you do with that person. You might play hide-and-seek with a friend who is your age. An older friend might read you a story or take you for a milkshake.



Friends help each other do things. One friend might help you with your homework. Another friend might show you how to do something new. It is important for you to help your friends in return. Friendship works two ways. You give, and you receive.



Friends laugh together and have fun together. They do silly things and serious things. Sometimes friends argue and fight. It is not fun to argue, but it does happen. Good friends apologize after an argument.

A friend is a person you can trust. If you are being teased or bullied, a friend supports you. If you fall down and hurt yourself, a friend helps you up.



Friends respect one another. They do not gossip or tell nasty stories about each other. It is important to be honest with your friends and respect their private thoughts.

A friend might need your help one day. He or she might be feeling very sad about something. Your friend might need to tell you about what happened. Listening is the best thing you can do for your friend. Do not interrupt your friend, even if he or she is talking slowly. If your friend is crying, he or she might need a hug.



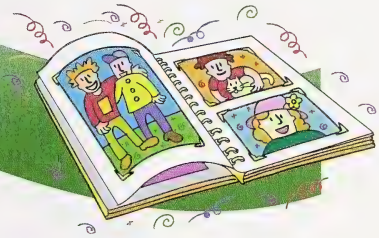
A hug tells your friend that you care, without having to speak.



You can tell a friend that you care with words, too. You cannot always solve your friend's problems, but you can still help him or her feel better. Listening shows you care.

# Activity 5: Making a Friendship Book

Would you like to make a book that is all about your best friend? Giving your friend this book would be a special way to show you care.



## You will need



- 2 sheets of paper
- a stapler
- a pencil
- coloured pencils
- pictures of your friend (optional)

**Note:** You could also do this activity on a computer.

## What to do

1. Fold the 2 sheets of paper in half, like a book. Make sure the edges are even. Staple the pages along the fold. This will be your friendship book.

2. Think about your friend.  
On the front cover of your book, write the words “My Best Friend” and his or her name. Draw a picture of your friend, or use a picture of your friend or you and your friend.

Decorate the cover.



3. Print one of these headings on the top of each page in your book:

- How I Met My Best Friend
- Why I Like My Best Friend
- My Best Friend's Favourite Things
- What We Like to Do Together
- The Best Thing My Friend Ever Did for Me
- The Best Thing I Ever Did for My Friend



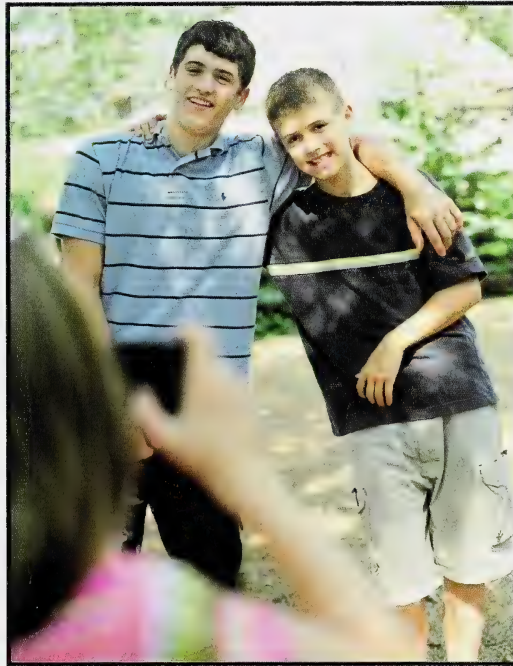
4. Under the first heading, write how you met your best friend. Use complete sentences, and add pictures if you would like. Then, under the second heading, write all the reasons you like your best friend. Finish writing all the sections.

5. Read your friendship book with your home instructor, and make corrections and changes. Give it to your best friend as a keepsake.



A sample response to the first heading in the Friendship Book is given in the Suggested Answers at the end of this lesson.

Friends will always be an important part of your life. Some people will be your friends for many years. Other friendships will come and go. Through all the friendships in your life, you will find the same important qualities.



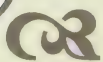
Learn more about friendships and these qualities. Turn to Assignment Booklet 6A and complete question 5 of the Section 1 Assignment.

## Suggested Answers

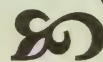
### Activity 5: Making a Friendship Book

4. Under the first heading, write how you met your best friend. Use complete sentences, and add pictures if you would like. Then, under the second heading, write all the reasons you like your best friend. Finish writing all the sections.

Your answers will vary, but here is one example of an answer to the first heading.



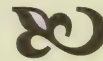
### How I Met My Best Friend



I met Suzanne when we were in Grade 2. One day our teacher put us together as reading buddies. We have been friends ever since.



*Suzanne and I having lunch*



### Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

#### Page

- |    |  |    |   |
|----|--|----|---|
| 40 | <b>top:</b> © 2005–2006 www.clipart.com                | 43 | <b>top:</b> © 2005–2006 www.clipart.com             |
|    | <b>middle:</b> Brand X Pictures/Getty Images           |    | <b>middle:</b> Brand X Pictures/Getty Images        |
| 41 | <b>top, middle:</b> “© 2006 Jupiterimages Corporation” | 44 | <b>top:</b> Shirley V. Beckes/Artville/Getty Images |
|    | <b>bottom:</b> © 2005–2006 www.clipart.com             |    | <b>others:</b> © 2005–2006 www.clipart.com          |
| 42 | <b>top, bottom:</b> © 2005–2006 www.clipart.com        | 45 | “© 2006 Jupiterimages Corporation”                  |
|    | <b>middle:</b> Photodisc/Getty Images                  | 46 | © 2005–2006 www.clipart.com                         |

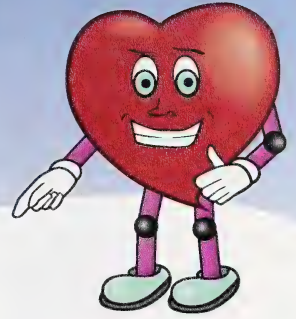
# Section 1

## Conclusion

If something is broken in your home, you or an adult might reach for the tool to help you fix it. This section has given you tools to do the following:

- manage your feelings
- lower your level of stress
- improve the relationships you have with your friends and family

These are all skills that help us to live happier, healthier lives.



# Optional Follow-up Activities

## Activity 1: Committing a Random Act of Kindness

There is an idea in North America that encourages people to commit a random act of kindness. This means that they do something kind, usually without the other person knowing. For example, one person walked down the street and added coins to every parking meter that had expired.

What could you do? Perhaps you could load or unload the dishwasher without being asked. Maybe you could make a card or a craft for someone who is feeling sad or sick. Just do it because it is a kind thing to do. This is a random act of kindness. Can you think of other ideas?





## Activity 2: TV Relationships

Check with your home instructor for an appropriate program.

Watch a television show and note how people in the show interact with one another. What happens when people are respectful to one another? How do they act and talk? What happens if they are disrespectful to one another? Is the television show realistic?



## Activity 3: Thanking a Friend

### What you need



- notepaper
- a pen
- an envelope
- a stamp

Send a note to a friend or another special person, saying how much you appreciate him or her. Imagine how this would make you feel!

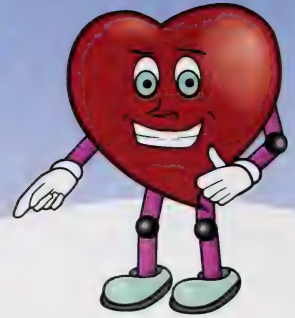


# Section 2

## Being Responsible

### Introduction

As you get older, you will get more and more responsibility. You will decide about your behaviour, actions, future, friendships, and many other things. In this section, you will explore making good decisions. You will also see how these decisions can help you to set goals for your future, and to make a difference in your community.



# Lesson 6: Decisions, Decisions

You could do many things today. You could do one or more of the following:

- Call a friend.
- Take the dog for a walk.
- Read a book.
- Watch television.
- Help your mom or dad.



How will you ever decide? Sometimes decisions can be hard to make.



Today's lesson will help you find out about making good decisions.

**responsible:**  
expected to take  
the credit or blame

It feels good to be able to make decisions for yourself. Decisions can be fun and easy, but they can also be hard. You are **responsible** for the choices that you make. How do you know the right thing to do?

**consequence:** the  
result of an action

Some decisions can be made quickly, but others need more time. It is important to take the time you need because you must look at many things. Every decision has a **consequence**, or the result of the action that you take.

Some consequences are good; some are not. If you decide to spend your pocket money on candy, the candy will taste great. That's a good consequence! However, you will have less money saved to buy a new bike. That is another consequence, and it is not a good consequence.



## How do you make a good decision?



Try to find out as much as you can before you make a decision. Sometimes you make a quick decision without being sure why. Feelings can help, but they can also get in the way. Your feelings may stop you from doing something, because it doesn't feel good or honest. This can be helpful.



Feelings may stop you from liking someone, because he or she is different. This kind of feeling may get in the way of a good decision.



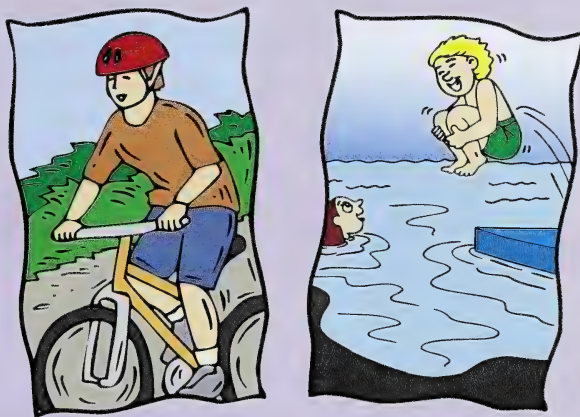
When you are making a choice, are you using your mind or your feelings? When decisions are tough, it helps to write down what you know. Then everything is on paper. You can see all you need to think about right in front of you.

Following these steps can help you make good decisions.

- Step 1:** What do you have to decide? Before you can make a decision, you must know what you have to decide.
- Step 2:** What do you know about the decision you have to make? List everything that you know about the decision. List it whether it seems important or not.
- Step 3:** How do you feel about the decision you have to make? List all your feelings, even if you have mixed feelings.
- Step 4:** What are your choices? Take time to list all the possible options, or choices, that you have. Do not judge them as good or bad choices at this point.
- Step 5:** What are the positive consequences of each choice? It is important to think about any good results for each choice. Be sure to write them all down.
- Step 6:** What are the negative consequences of each choice? It is equally important to think about any bad results for each choice. Be sure to write these down, too.
- Step 7:** What decision will you make? Look carefully at each possible choice. Think about all the consequences for each choice. Which choice will result in the most positive consequences for you and others?
- Step 8:** Why is this decision the best choice? To answer this question, think about the good and bad consequences. How do they compare with the other possible actions you did NOT choose?

Watch how these steps work with an example.

Your friend, Taylor, calls to ask you to meet at 4 o'clock to go biking. You agree. Then another friend, Leslie, calls to ask you to go swimming at the same time. You would rather go swimming.



What should you do?

**Step 1:** What do you have to decide?

- You must decide if you are going biking with Taylor, or swimming with Leslie.

**Step 2:** What do you know about the decision you have to make?

- You would rather go swimming.
- You already told Taylor you would go biking.
- Taylor called and asked you first.

**Step 3:** How do you feel about the decision you have to make?

- You have mixed feelings. You want to go swimming.
- You would feel guilty about calling Taylor and cancelling the bike ride.

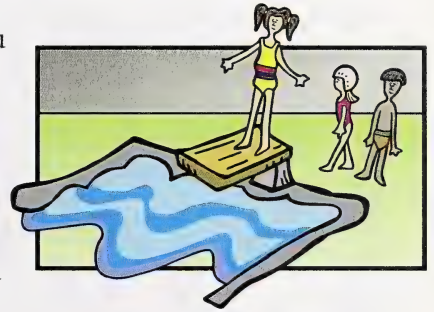
**Step 4:** What are your choices?

- a. You can tell Leslie you already agreed to go biking with Taylor.
- b. You can cancel the bike ride with Taylor and go swimming with Leslie.
- c. You can suggest that Leslie comes biking with you and Taylor. Perhaps all three of you can go swimming tomorrow.



**Step 5:** What are the positive consequences of each choice?

- a. You would be honest and true to your word. You could ask Leslie if you can go swimming together another time. You will have fun plans in place with another friend. You will be caring and considerate of both your friends.
- b. You will get to do what you want to do the most.
- c. You get to spend time with both friends. You include both friends in both outings, and everyone feels included. You get to bike and swim. You stay true to your word and your friends.



**Step 6:** What are the negative consequences of each choice?

- a. Leslie may feel rejected. You can't go swimming.
- b. Taylor will be disappointed. Taylor may find out why you cancelled the bike ride and feel hurt. You may feel guilty.
- c. There are no negative consequences.

**Step 7:** What decision will you make?

- You will invite Leslie to come biking with you and Taylor. You will plan to go swimming together later.

## Step 8: Why is this decision the best choice?

- Everyone feels included.
- Everyone feels good.
- You get to spend time with both friends and still do what you want to do.



As you get older, you will make more and more decisions. Some decisions will not be easy. Sometimes you will have to be brave to make the right decision. Sometimes the right decision will mean that you have to work harder or stick up for yourself. Using these decision-making steps will help you make the best decisions.

### Imagine

At least every 5 years, Canadians have to make a big decision. They have to elect a new government. When this happens, people 18 years and older get to vote. Voting is a big decision. It is important to vote for the person you believe will do the best job.

You can use the decision-making steps when you are able to vote. The steps may help you make a decision about whom to vote for.



# Activity 6: *Working Through the Steps*

Now it's time for you to practise the steps of good decision-making.

## What to do

Read about the situation and then follow the decision-making steps.



You are walking along the street and find a baseball glove. There is no one else around. You did not see anyone drop the glove. You do not have a baseball glove of your own.

1. What do you have to decide?

---

---

2. What do you know about the decision you have to make?

---

---

3. How do you feel about the decision you have to make?

---

---

4. What are your choices?

---

---

---

---

5. What are the positive consequences of each choice?

---

---

---

---

6. What are the negative consequences of each choice?

---

---

---

---

7. What decision will you make?

---

---

8. Why is this decision the best choice?

---

---



Check your answers for this activity in the Suggested Answers at the end of this lesson.

Think of **KORD** when you have to make a decision. KORD stands for the following:

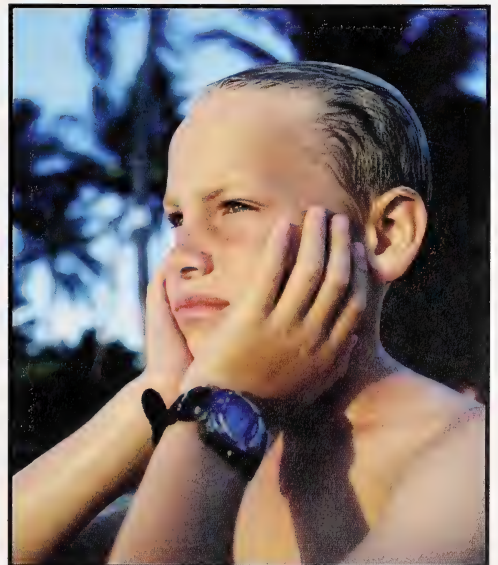
**Know:** What do you know and how do you feel about the decision you must make?

**Options:** What are all the options, or choices, to think about before you make your decision?

**Results:** What are the positive and negative consequences, or results, of each option?

**Decide:** Decide on the best choice.

Every day you are faced with decisions. You make a choice each time you say or do something. Sometimes you make good choices. Sometimes the choices you make do not bring the results you want. It is important to look back and think about the options you had. This is how you learn. Everyone, including adults, can learn from his or her mistakes.



Remember that you have control over the choices you make. It is up to you to think through your options. Choose the best one before you act or react. Then you will truly be responsible for yourself.



Turn to Assignment Booklet 6B and complete question 6 of the Section 2 Assignment.

## Suggested Answers

### Activity 6: Working Through the Steps

1.–8. Your answers may vary. You may have other, excellent ideas.

1. What do you have to decide?

I have to decide what to do with the glove.

2. What do you know about the decision you have to make?

I know that the glove is not mine and that someone has lost it.

3. How do you feel about the decision you have to make?

I'm unsure about what to do. I would really like to keep the glove, and I don't see anyone nearby who might have lost it. If I took the glove I don't think that is really stealing, but I know the glove doesn't belong to me.



4. What are your choices?

- a. Keep the glove.
- b. Leave the glove where it is.
- c. Take the glove to a nearby school, community centre, or police station where someone might come looking for the glove.
- d. Make a poster advertising a found glove.

5. What are the positive consequences of each choice?

- a. I will get a baseball glove without having to buy one.
- b. The person who lost the glove might come back looking for it and will find it.
- c. The glove is safe and no one else can take it. These are all places where someone might go looking to find something that is lost.
- d. The person who lost the glove might see the sign and call me. He or she would get the glove back. If no one claims the glove after a certain amount of time, I will have a glove.



6. What are the negative consequences of each choice?

- a. I will have a glove that does not really belong to me. The person who owns it might see me with the glove and ask me where I got it. I will feel guilty.
- b. The person who lost the glove might never come back looking for it. I would have lost an opportunity to have a new glove.
- c. The person who lost the glove might not think to go to the school, community centre, or police station to find his or her glove.
- d. The person who lost the glove might not see my poster.

7. What decision will you make?

Your answer will vary. Did your decision provide a chance for the person who lost his or her glove to find it again?

8. Why is this decision the best choice?

You should try to give the person who lost his or her glove a chance to find it again. If you tried to find the owner, then you made the best choice.



## Key Words

**consequence:** the result of an action

**responsible:** expected to take the credit or blame

## Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

### Page

- |    |   |    |  |
|----|---|----|--|
| 51 | <b>top:</b> © 2005–2006 www.clipart.com                 | 57 | © 2005–2006 www.clipart.com              |
|    | <b>middle:</b> “© 2006 Jupiterimages Corporation”       | 58 | <b>both:</b> © 2005–2006 www.clipart.com |
| 52 | <b>top, candy, bike:</b> © 2005–2006 www.clipart.com    | 59 | “© 2006 Jupiterimages Corporation”       |
|    | <b>boy (bottom):</b> “© 2006 Jupiterimages Corporation” | 61 | “© 2006 Jupiterimages Corporation”       |
| 53 | <b>top:</b> © Elena Elisseeva/Dreamstime.com            | 62 | <b>both:</b> © 2005–2006 www.clipart.com |
|    | <b>others:</b> © 2005–2006 www.clipart.com              | 63 | © 2005–2006 www.clipart.com              |
| 55 | <b>both:</b> © 2005–2006 www.clipart.com                | 64 | “© 2006 Jupiterimages Corporation”       |
| 56 | “© 2006 Jupiterimages Corporation”                      |    |  |

# Lesson 7: Learning from Life

What will you do with your free time today? Will you play with friends, read, or watch television? When your lessons are over, the learning is done, right? Not really. Learning happens all the time.

Learning happens when you least expect it. Life is always teaching you things. Today, you will look at different ways of learning.



Each person learns in different ways. Some people learn by reading. Others learn by watching, hearing, and seeing other people do things. There are people who find it easier to learn things by doing them. Good learning includes a mix of ways:

- reading
- seeing
- hearing
- doing

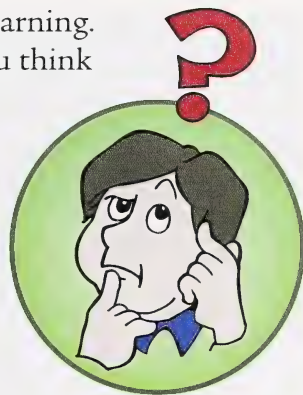
Learning does not always mean that you do things correctly. Making mistakes is an important part of learning. If you are afraid of making mistakes, you are less likely to try something new. Some of the best lessons come from making mistakes. When you make a mistake, you have to figure out how to fix it. This is an important part of learning.



Practising and repeating also helps you learn things. Have you heard the expression, “Practice makes perfect”? When you first tried to skate or tie your shoes, you did not do it perfectly right away. Many skills take time to learn. If you are frustrated with a task, give yourself a break and take your time. You will improve or get the results you want with practice.



Questions are also an important part of learning. It never hurts to ask a question, even if you think it is not a very good question. When you have a question, you can try to find the information to help you answer it.



As you look for answers to one question, you may find answers to other questions. It is amazing what you can discover along the way.

Suppose you try and try and cannot find an answer to your question. You could ask someone or make a guess. Guessing is also part of learning. When you guess, you try to answer something based on what you already know. Then you can try out your guess to see if it works.

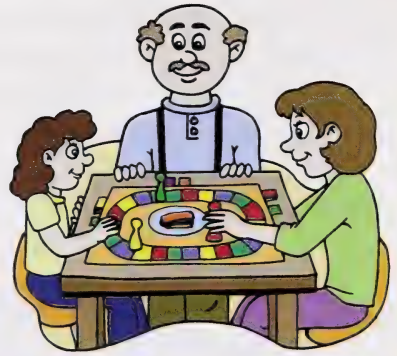
All of these ideas can help you with your schoolwork. They can help you in other areas as well. Your mind does not shut off when you leave your schoolwork. You learn things when you are playing or relaxing, shopping with your parents, or talking with people. Even when you are not aware of it, your mind is hard at work.



Archimedes was a scientist in ancient Greece. He found the answer to a difficult question when he was relaxing in the bath. He was so excited that he jumped out of the bath and shouted, "Eureka! Eureka!" *Eureka* means "I've got it!"



When you play, you also learn.  
You don't worry about making  
mistakes or trying to get good  
grades. You are having fun!  
Learning is all part of the game.  
This kind of learning is very  
important.



Watching what goes on around you is also part of learning.  
It is important to be curious. If your sandcastle doesn't work  
the way you want, ask yourself why. Look for answers. How are  
other sandcastles built? What worked for others? Try new ideas.  
Experiment!



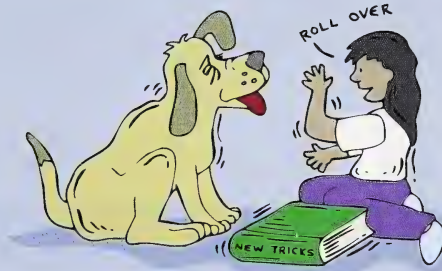
Some things that you learn and try for yourself help you  
understand other things. One boy watched his hand as he stuck  
it out the car window. He saw what happened as the air rushed  
over his hand. When he tilted his hand one way, the air lifted it  
up. When he tilted his hand the other way, it dropped  
down. After a while, he said  
to his mother, "I think I  
understand how airplane  
wings work."



He didn't learn this in school. He learned it by watching and  
experimenting. He played, he watched, he repeated his actions,  
and he asked himself questions.

## Imagine

Have you ever heard the saying “You can’t teach an old dog new tricks”? Some things are easier to learn when you are young. They can be more difficult to learn when you are older. Children find it easier to learn new languages than adults. Sports, such as skiing and snowboarding, are also easier to learn when you are young.



## Activity 7:

### Lifetime Learning

Learning happens in many ways. This activity asks you to think about different ways of learning.

### What to do

Think about the many things you have learned. Think about the ways you have learned these things. Then complete the following chart. Name at least one thing you learned by each way. You do not have to use complete sentences.



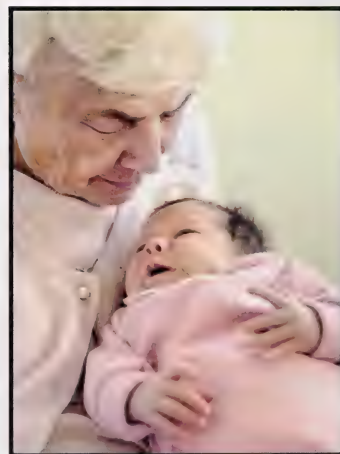
How I Learned	What I Learned
Watching	
Listening	
Asking	
Experimenting	
Doing	
Researching	
Playing	
Making a Mistake	



Compare your list with the sample responses for this activity in the Suggested Answers at the end of this lesson.

Learning happens in many ways—reading, watching, hearing, seeing, doing, making mistakes, practising, and many other ways. Learning can also include a mix of ways.

Learning is a lifetime process. It will happen for all the years of your life. Learning happens everywhere. It happens in the classroom, at home, and everywhere you go.



Turn to Assignment Booklet 6B and complete question 7 of the Section 2 Assignment.

## Activity 7: Lifetime Learning

Think about the many things you have learned. Think about the ways you have learned these things. Then complete the following chart. Name at least one thing you learned by each way. You do not have to use complete sentences.



These are sample responses. Your answers may vary.

How I Learned	What I Learned
Watching	how to open a pop can; how to use a stapler
Listening	a song I heard on the radio; finding out a person's name
Asking	directions to a certain place; where my grandpa was born
Experimenting	that I do like broccoli; that mixing red and blue paint makes purple
Doing	tying my shoes; riding a bike
Researching	why spiders spin webs; how to spell a word
Playing	teamwork; how to hit a tennis ball
Making a Mistake	that wearing wrist guards when you rollerblade is a good idea; putting shoes on the wrong feet is uncomfortable

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

**Page**

65 **top:** © 2005–2006 www.clipart.com

**middle:** “© 2006 Jupiterimages Corporation”

66 **top:** “© 2006 Jupiterimages Corporation”

**bottom:** Nicola Sutton/Photodisc/  
Getty Images

67 **both:** © 2005–2006 www.clipart.com

68 **all:** © 2005–2006 www.clipart.com

69 **both:** © 2005–2006 www.clipart.com

70 “© 2006 Jupiterimages Corporation”

71 © 2005–2006 www.clipart.com

# Lesson 8: Goal Setting

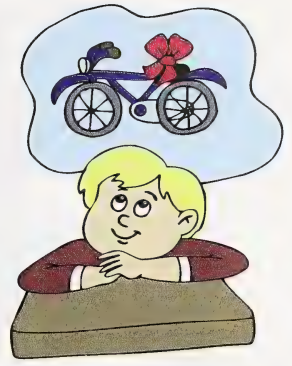
Imagine if you did not want to get up in the morning. Imagine if you did not want to go anywhere or do anything. You would be living a life without **goals**.

**goal:** something you want and are willing to work for



A goal is not just something you score in hockey or soccer. A goal is something that you want. It is something you must work for. Today, you will find out about setting goals for yourself.

Think of a goal as a gift that is wrapped in beautiful paper or decorated with a giant bow. It is hanging just out of your reach. You really want this gift. You dream about it at night. To reach your goal, you have to take several steps. It is out of your reach right now. You need to build a ladder to reach your goal. Then you have to climb the ladder.



If your goal is to buy a new bicycle, you need to earn and save money. You will need to take several steps. First, you need to figure out ways to earn money. Then you have to save the money you earn. These steps will take time and effort.

When you set a goal, think about the steps you have to take. How will these steps affect you? How will they affect others? How will they affect the environment?



Decide if you can take these steps. Then make a choice. You may find that the steps are too big. You may not be ready to take these steps yet. If so, you may have to change your goal. If the bicycle you want costs more money than you can earn and save, you might have to buy a different bicycle that costs less.



It is helpful to set timelines for your goals. If the bicycle you like costs \$150, you might set a goal to save \$15 each month. In ten months, you will have the money for the bike.

Saving money to buy an expensive item is a long-term goal. So is learning to play the piano. They take a long time to reach.

Other goals are short-term goals. For example, if you want to organize a trip to the skating rink with a friend, this is a short-term goal. You would have to follow just a few steps that would take a short time. You might do the following:

- Ask a parent.
- Call your friend to see if he or she wants to go skating.
- Call the rink to see when it is open.
- Arrange transportation. Will you walk, take the bus, or get a ride?
- Organize your skates and money for expenses.

There are several steps, but they can be completed in a short time.



**action plan:** steps needed to reach a goal

If you have a big or long-term goal, it helps to write out an **action plan**. The action plan would list the steps to help you reach this goal. Perhaps you could make a poster. You could put the poster where you see it every day. It would keep you thinking about your goal.



## Activity 8: Climbing the Steps

You have goals you want to reach. In this activity, you will write an action plan for one of your goals. This will mean thinking of all the steps you need to take to get to your goal.



Are you ready for action? Plan the steps first, and then get started!

## What to do

1. Think of a goal that you want to reach in a short time. Write this goal at the bottom of the following chart.

### Steps I Need to Take to Reach My Goal

Step 6

Step 5

Step 4

Step 3

Step 2

Step 1

My goal: \_\_\_\_\_

2. Start at the bottom step on the stairs. List the steps you need to take to reach your goal. Make sure to list your steps in order. What will you need to do first? What will you need to do second, and so on? You do not have to use all of the steps shown if your plan is short. If you need more steps, add them on a separate page.

3. How can setting goals help you?

---

---



4. Why is it helpful to think through the steps you need to reach a goal?

---

---



Check your answers for this activity in the Suggested Answers at the end of this lesson.



Are you a goal-getter? Think about what you want to work toward. Plan the steps you must take to reach your goal. Then put your plan in action and get started! Be a goal-getter!



Turn to Assignment Booklet 6B and complete question 8 of the Section 2 Assignment.

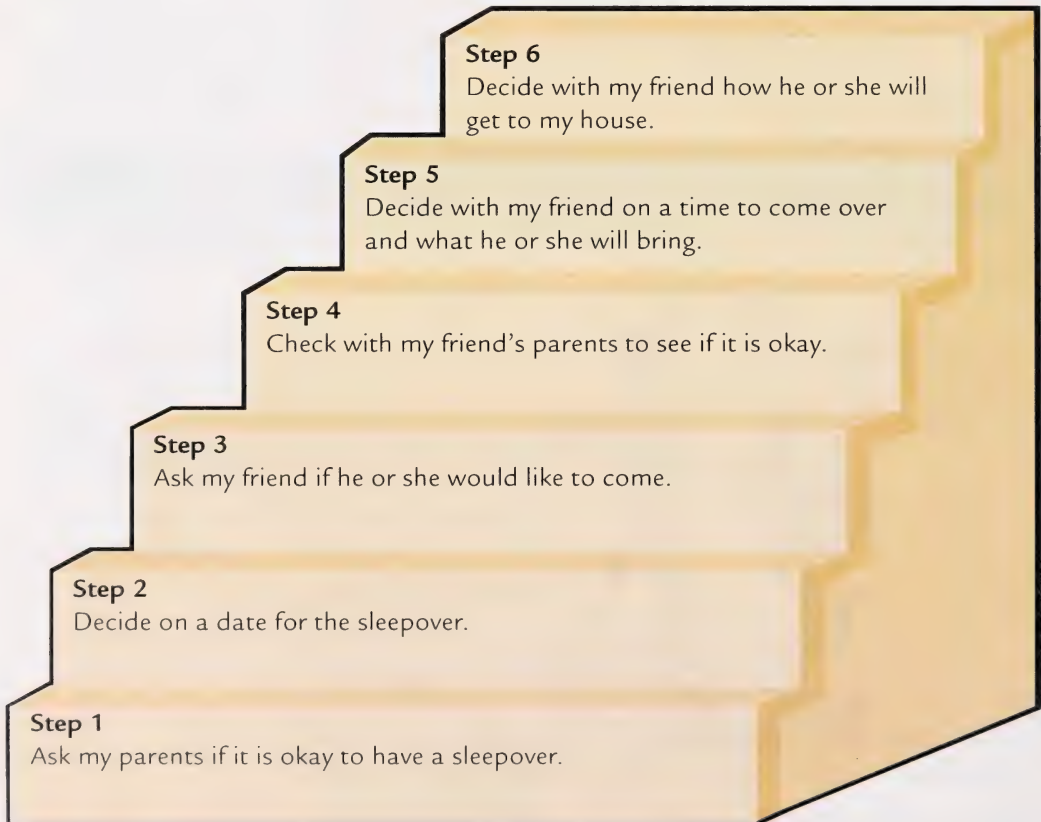


### Activity 8: Climbing the Steps

- 1.-2. Think of a goal that you want to reach in a short time. Write this goal at the bottom of the following chart. Start at the bottom step on the stairs. List the steps you need to take to reach your goal. Make sure to list your steps in order.

These are sample answers. Your goal will likely be different. Your steps will likely be different.

#### Steps I Need to Take to Reach My Goal



My goal: Have a sleepover with my friend.

### 3. How can setting goals help you?

Goals help you know where you want to go and what you want to work toward. They give you something to work for, and they help you be your best.

### 4. Why is it helpful to think through the steps you need to reach a goal?

Thinking through the steps helps you plan everything you must do to reach your goal. It helps you decide what you must do first, second, third, and so on. You can see if you have what you need to do it. It helps you think about how long it will take to reach a goal. It helps you see if you can really reach your goal.



## Key Words

**action plan:** steps needed to reach a goal

**goal:** something you want and are willing to work for

## Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

### Page

72 Joaquin Palting/Photodisc/Getty Images

73 **top:** © 2005–2006 www.clipart.com

**bottom:** “© 2006 Jupiterimages Corporation”

74 **both:** © 2005–2006 www.clipart.com

75 **top:** “© 2006 Jupiterimages Corporation”

**middle:** © 2005–2006 www.clipart.com

77 **both:** © 2005–2006 www.clipart.com

78 © 2005–2006 www.clipart.com

79 © 2005–2006 www.clipart.com

# Lesson 9: Volunteering

Imagine if children had to pay adults to look after them. How would they get the money to pay the adults? Luckily, it isn't like that. Parents raise kids for love, not money. Humans help each other because they care. The world would be an unfriendly place if everything was done for money. Today, you will look at **volunteering** and how you can do something to help.

**volunteer:** (v.) do something without pay; (n.) someone who volunteers

One good deed deserves another. Has someone done something nice for you lately? If so, you may want to return his or her kindness. It is important to be grateful for the things you are given in life. If you are ungrateful, people may not want to help you any more.



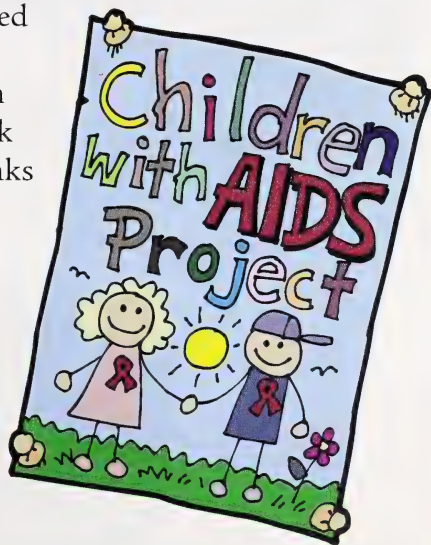
Your life may seem ordinary until you compare it to the lives of others. Some people think they are lucky if they get one meal a day. Some people are homeless. Others have no families. There are many good things in your life. It is important to see these things and value them.

How can you show thanks for the good things in your life, such as good health or happiness? One way is to help people who do not share the same good fortune as you. Volunteering is one way to help. Volunteering means doing something to help others without expecting anything in return.



Volunteers help at hospitals and homeless shelters. Volunteers visit seniors in nursing homes or coach children's sports. What do volunteers do in your community?

Sometimes volunteers are organized in groups that have special goals. Some help children or people with illnesses. Others do volunteer work in other countries or run food banks and soup kitchens. Even someone your age can volunteer. Do you know a senior who needs help to carry groceries or mow the lawn? Could you help at a soup kitchen? There are always plenty of dishes to do! Could you read to someone who is sick in bed or who cannot see very well?



## Imagine

**charity:** aid given to those in need

Mother Teresa might be the world's most famous volunteer. She was born in Skopje, Yugoslavia (which is now Macedonia), in 1910. Her name was Agnes Bojaxhiu. She did her first **charity** work when she was 12 years old. Later, she became a nun. When she was 18, she went to India to teach school. She chose a new name, "Sister Teresa." Every day she helped the poor on the streets of Calcutta. She even trained as a nurse, so that she could help people more. She went all over the world to help people and rescue children.



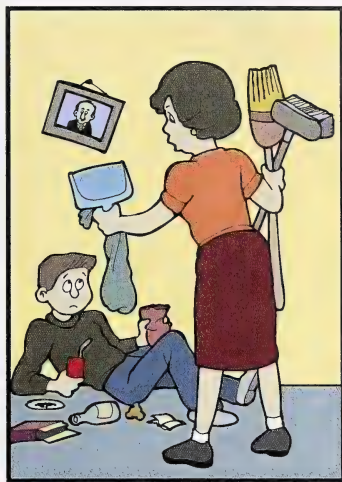
Soon, other nuns joined her, and she began to be called Mother Teresa. She won many prizes for her good work. In 1979, she even won the Nobel Prize for Peace. Mother Teresa went all over the world to speak. She often said, "Let us always meet each other with a smile, for a smile is the beginning of love."

Volunteers don't just help people. Some also help the environment. Volunteers run many recycling programs. Other groups help save threatened animals or try to protect land for parks. These people work hard to care for the world in which we live. They want to keep the world healthy.



There is an old saying that charity begins at home.

Charity is much like volunteering. You help others without expecting anything in return. It is important to be grateful for the help you receive each day. Families work hard to provide meals, clothes, and a healthy, happy, clean place to live. How can you return this kindness? Are there ways that you can volunteer right at home? Think of how happy your mom or dad would be if you offered to help, instead of having to be asked!



## Activity 9: Helping Out

It is one thing to talk about volunteering. It is another to actually do it. In this activity, you will plan how you can volunteer at home or in your community.



### What to do

1. Decide on a way that you can volunteer in your home or community. Perhaps you could

- help clean the house or yard
- collect clothes or toys to give to a volunteer group that helps less fortunate people



Before you decide on your volunteering goal, talk with your home instructor about ways you can volunteer.

2. Write your goal at the bottom of the following chart. Then list the steps you need to complete to reach this goal. Make sure you list your steps in order. What do you have to do first, second, and so on?

### My Volunteering Goal

Step 6

Step 5

Step 4

Step 3

Step 2

Step 1

My volunteering goal: \_\_\_\_\_

3. Now follow the steps you have listed. Try to reach your volunteering goal! Good luck!



Check your answers for this activity in the Suggested Answers at the end of this lesson.

Volunteering brings rewards that can't be counted or measured. It can make you feel good about yourself. You will find out more about what volunteering does for you in Lesson 10.



Turn to Assignment Booklet 6B and complete question 9 of the Section 2 Assignment.

## Suggested Answers

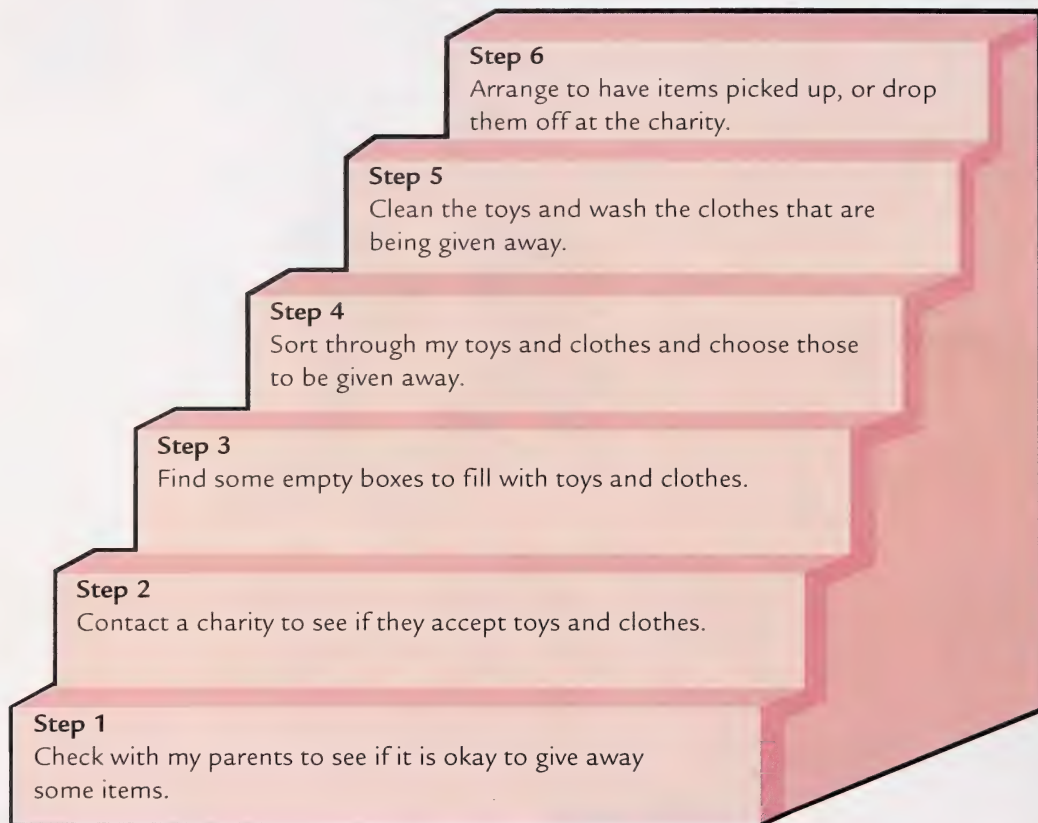
### Activity 9: Helping Out

2. Write your goal at the bottom of the following chart. Then list the steps you need to complete to reach this goal. Make sure you list your steps in order. What do you have to do first, second, and so on?

These are sample answers. Your goal may be different. Your steps may be different.



## My Volunteering Goal



My volunteering goal: Gather toys and clothes to give to charity.

### Key Words

**charity:** aid given to those in need

**volunteer:** (v.) do something without pay; (n.) someone who volunteers

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

**Page**

80 **top:** © 2005–2006 www.clipart.com  
**bottom:** “© 2006 Jupiterimages Corporation”  
81 **top:** Brand X Pictures/Getty Images  
**others:** © 2005–2006 www.clipart.com

82 **bottom:** “© 2006 Jupiterimages Corporation”  
83 **both:** © 2005–2006 www.clipart.com  
85 **both:** © 2005–2006 www.clipart.com

# Lesson 10: Helping Hands

In Lesson 9, you looked at volunteering. You planned a way to volunteer at home or in your community. Then you went out and did it. Today, there is a different focus. You will see what volunteering did for you.



Volunteering means taking action. Being active is good for your body and your mind. You spend time doing something useful. That is much better than watching television. Your body will love you for it.

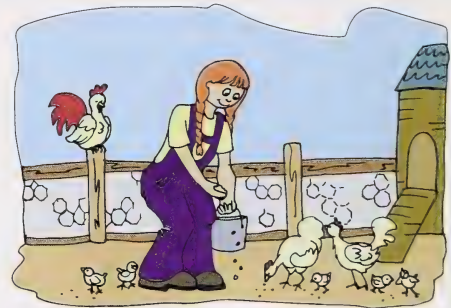


Volunteering puts you in someone else's shoes. It may show you what it is like to be homeless. It may show you how the recycling volunteers feel every day. It may show you how it feels to do the laundry! Whatever job you chose, you now understand something new. You know how someone

else feels. Why is this important? When humans understand each other, they are more caring. They are less likely to hurt others' feelings or argue.

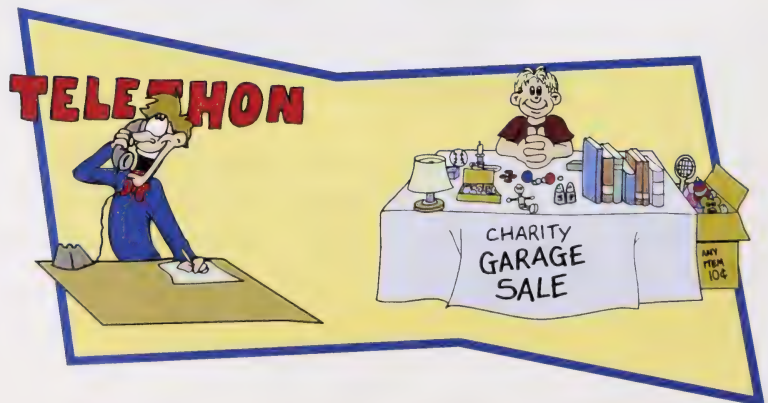
**skills:** things learned by doing

Volunteering may show you some new **skills**. Your skill may be the job you did. You may learn something outside of the job. You may learn how to work in a group. When you learn a new skill, it gives you confidence. You add to the list of things you know how to do.



**self-reliance:** depending on your own abilities

When you learn about others, you see how lucky you are. You become grateful for what you have. Volunteering helps you understand **self-reliance**. You should expect to do some of the important jobs yourself. Volunteers perform many, many important roles that help people and their communities.



In your life, you shouldn't expect to be paid for everything you do. If you do, life will be a struggle because you will be looking for something in return for your actions. You should see things a different way. Look at how your good work helps you and others. Hard work and good deeds can be their own reward.



## Activity 10: Volunteer Check-up

Would you like to find out what volunteering did for you? This activity will help you find out.



### What to do

In Lesson 9, you volunteered. What did you learn from volunteering? Answer these questions to find out.

**Note:** You may not be able to answer all of the questions.



1. Did you meet new people?

---

---

2. What did you learn about being in someone else's shoes?

---

---

3. What new skills did you learn?

---

---

4. What are you grateful for after volunteering?

---

---

5. What was the most interesting thing you did while volunteering?

---

---

6. What was the least interesting thing you did while volunteering?

---

---

7. Do you think you did a good job?

---

---

---



8. Do you think you could have done a better job? How?

---

---

9. How did you feel when you were finished?

---

---



10. What else did you learn from your experience?

---

---

---

11. How did volunteering help you understand other people?

---

---

---

12. How did volunteering help improve your confidence?

---

---

---



Check your answers for this activity in the Suggested Answers at the end of this lesson.

Volunteering results in rewards for everyone involved. You help someone else. You learn what it's like to be in someone else's shoes, and that helps you understand and care more. You may make new friends and learn new skills. You will realize what you have to be thankful for. Volunteering brings rewards that cannot always be counted or measured, but they are rewards that hold great value.



Turn to Assignment Booklet 6B and complete question 10 of the Section 2 Assignment.

## Suggested Answers

### Activity 10: Volunteer Check-up

These answers are sample responses. Your answers may vary.

1. Did you meet new people?

Yes, I met some people who worked at the charity to which I donated the items.

2. What did you learn about being in someone else's shoes?

I realized that not everyone is as fortunate as I am.

**3. What new skills did you learn?**

I learned how to use the washing machine and dryer when I cleaned the clothes. I also learned about some charities in our town.

**4. What are you grateful for after volunteering?**

I am grateful for the many people in our town willing to help others. I am also grateful that I have lots of clothes and toys.

**5. What was the most interesting thing you did while volunteering?**

I had a look through the charity's shop.

**6. What was the least interesting thing you did while volunteering?**

I didn't like cleaning all my toys.

**7. Do you think you did a good job?**

Yes, I am proud of myself.

**8. Do you think you could have done a better job? How?**

Yes, I could have given away even more. I don't need so many toys.

**9. How did you feel when you were finished?**

I felt happy that I helped others.

**10. What else did you learn from your experience?**

I practised using the phone. I was nervous at first. I also used the telephone book to find local charities.

**11. How did volunteering help you understand other people?**

I learned about other ways that people volunteer and also a bit about why people need to use charities and how charities give money to important causes.



12. How did volunteering help improve your confidence?

I had to speak with people I didn't know on the phone and in person.



## Key Words

**self-reliance:** depending on your own abilities

**skills:** things learned by doing

## Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

**Page**

87 **both:** "© 2006 Jupiterimages Corporation"  
88 **all:** © 2005-2006 www.clipart.com  
89 **top:** Art Parts/Ron and Joe, Inc  
(www.ronandjoe.com). Used by permission.  
**bottom:** © Image courtesy of Dreamstime.com

90 **both:** © 2005-2006 www.clipart.com  
91 © 2005-2006 www.clipart.com  
92 © 2005-2006 www.clipart.com  
93 © 2005-2006 www.clipart.com  
94 © 2005-2006 www.clipart.com

# Section 2

## Conclusion

In this section, you have looked at how to make good decisions. When a tough decision comes up, you will have the skills you need. You will be able to use these steps:

- Think it through.
- Weigh the choices and the consequences.
- Come up with a positive decision.

You have also seen how to set realistic goals, and work towards them.

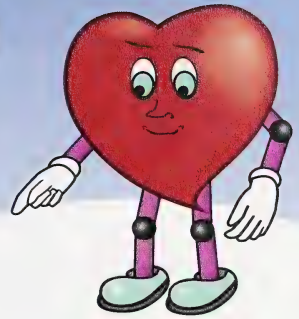


In this world, there are many people who need help. Those who help the needy are rewarded with a feeling of pride in themselves. You have looked at the needs of others, and how we can all help.

Give a helping hand, and feel good about yourself!



Now turn to Assignment Booklet 6B to complete the Student Feedback questions. Then go to the Checklist for Section 2. Make sure you have collected everything to send to your teacher. Also complete the Course Survey with your Home Instructor.

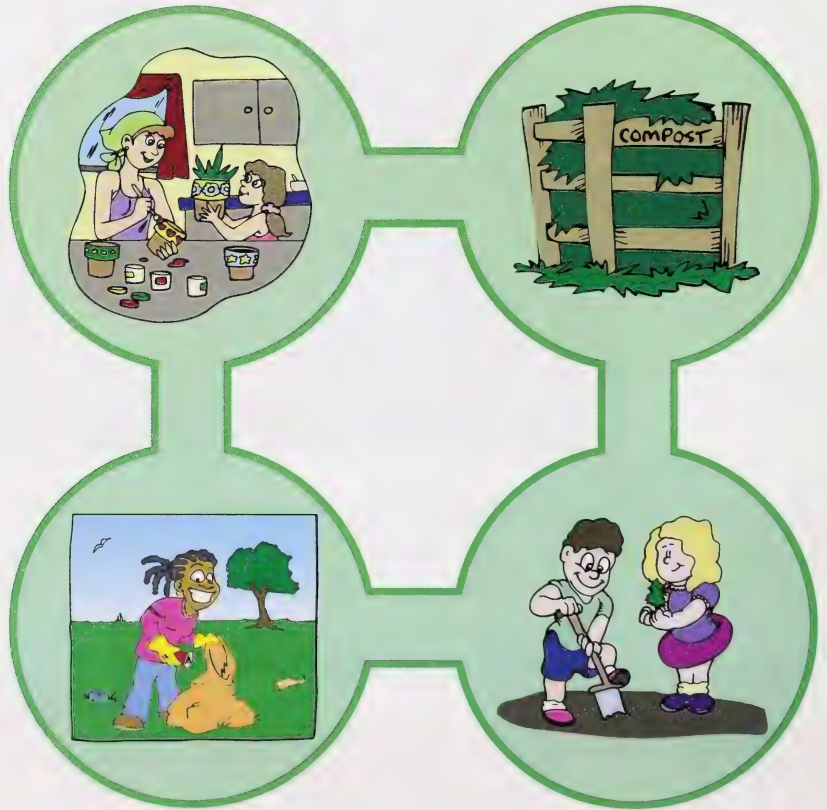


# Optional Follow-up Activities

## Activity 1: Mixing Modules

Think of a volunteer project that would combine what you discovered about plants (in Module 4) with what you found out about pollution (in Module 5).

Use the skills you developed in this module to help create an action plan. Look at the pictures for some ideas.



## Activity 2: Radio Interview

### What you need



- paper
- a pen
- a tape recorder or a computer with a microphone and recording software

### What to do

You have completed a volunteer project. Now you can tell everyone about it. Write and record a short radio script. Write questions the host can ask you and your answers. Have an adult read the part of the host and you take your own role.



# Module Summary

We live in a world with billions of other people.

We often get into the habit of thinking only of ourselves. In this module, you have looked more at yourself.

You've seen how to get along with others, and treat them properly. You have seen how to manage your emotions, make good decisions, and set goals. Giving your time and effort to others who are in need, or to causes that affect our world, is a rewarding and worthwhile use of time. In this module, you have seen that you can do this through volunteering.



## Glossary

**action plan:** steps needed to reach a goal

**attitude:** way of thinking, behaving, feeling

**blood pressure:** the force of blood flow in the blood vessels

**charity:** aid given to those in need

**communicate:** to give information or news by talking or writing

**consequence:** the result of an action

**culture:** the way of life of a group of people

**disrespectful:** not having respect or value for someone

**emotions:** feelings (such as jealousy, happiness, and anger)

**endorphins:** “feel-good” chemicals released by the body

**goal:** something you want and are willing to work for

**immune system:** the body system that fights disease

**interact:** communicate and act with one another

**negative:** not positive; unkind

**overcome:** overwhelmed; overpowered by too much

**positive:** having a good, friendly, helpful attitude

**reflex:** a body’s automatic reaction to something

**respect:** an attitude that shows that you value a person or thing

**responsible:** expected to take the credit or blame

**self-reliance:** depending on your own abilities

**skills:** things learned by doing

**stress:** emotional or physical strain; for example, the stress of hunger or the stress of sadness

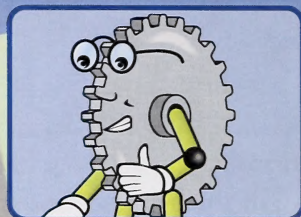
**volunteer:** (v.) do something without pay; (n.) someone who volunteers

# Congratulations!

You have now completed  
all six modules of Science 4

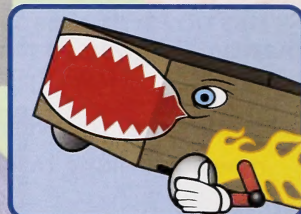
1

Module 1  
Wheels, Gears,  
and Levers



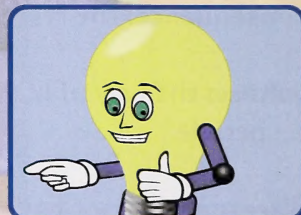
2

Module 2  
Building Devices and  
Vehicles That Move



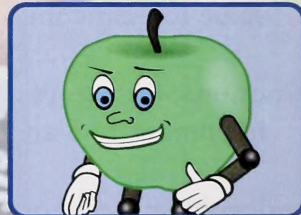
3

Module 3  
Light and Shadows



4

Module 4  
Plant Growth  
and Changes



5

Module 5  
Waste and  
Our World



6

Module 6  
Relationships

